

Principal Examiner Feedback

Summer 2015

Pearson Edexcel International GCSE in
Global Citizenship (4GL0/01)

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Publications Code UG041688*

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General Introduction

Learners were able to apply their knowledge in the range of situations presented to them in the examination questions.

In questions which tested higher level skills, there were very well-argued points of view, often supported with interesting and original examples.

There were a number of candidates who wrote answers that demonstrated that they had little grasp of what was required.

Some learners provided no evidence that they had either participated in or carried out a community action plan.

The examiners would like to draw attention to strategies which will enable learners to gain marks:

- claims, especially those which are contentious, should be supported with evidence, which might include references to statistics or reports
- questions can be answered using several different approaches and the mark scheme indicates what some of these could be
- the mark scheme is designed to support teaching and learning
- candidates should not use slang or informal and/or local terminology which may not be understood by those outside their own communities
- candidates should explain any abbreviations which they use
- candidates should ensure that their writing is legible

Community Action and relevance to global issues:

Candidates are asked to indicate the community action which they undertook and its relevance to a global issue of their choosing. A range of community actions were chosen and attempts by candidates to link these to a specific global issue were sometimes clear and effective.

Despite the recommendation in the Examiner's Report for 2014, there was no evidence of pilot-research about chosen community actions. The examiners hope that in future series, Course Tutors might encourage their learners to do this; not least because it will help them to develop their research skills.

In this series, the range of community actions was less diverse than previously. Once again, recycling was a popular choice but the answers often revealed no indication of how this might be relevant to global citizenship. Many candidates did little apart from collect rubbish.

There were a few attempts to engage with contemporary issues. Raising awareness of breast cancer was one choice for a community action but candidates found it difficult to link this to global citizenship and could not explain differing views which might be held. This is one aspect of the specification where Course Tutors are recommended to give more support to their learners. This is also where pilot research might be useful because it could identify such issues at the planning stage.

A more successful attempt to engage with a contemporary issue centred on access to education for children in Gaza and the West Bank/Palestine. Whilst some candidates were well-informed, many thought that raising money was enough. Whilst this is commendable, candidates and their tutors do need to consider how such issues raise their understanding of global citizenship. The questions will always focus on this. Fundraising is not in the specification and therefore no questions will be asked about it.

Responses which gained few marks described in detail what the candidate had done [for example] to contribute towards a 'bake sale' or towards a film night. Others of similar standard were focussed on helping in 'old peoples' homes'. These were usually lacking in detail. If candidates choose age as a global issue, they should at least be familiar with the idea that ageing populations have an impact on economic prospects and on public services where these exist. Simply 'helping old people' does not increase understanding of global citizenship. The examiners also expect to see appropriate terminology in responses. Residential care homes are places where some, but not all, older people receive care.

Candidates are again advised to consider the use of geographical terms for continents such as Asia and Africa. 'Age Concern' became 'AgeUK' in 2009. The use of pejorative terminology suggests that some candidates do not understand the fundamental principles of global citizenship and appear to have learned little. Overall, the weakest responses repeated information submitted in answer to one question in the answers to the following questions. Candidates are

reminded that the questions are discrete and require different information in each case.

The examiners remain concerned that some candidates do not undertake a community action and are therefore unable to answer the question.

Question 1

1a) A number of candidates gained full marks and there were some thoughtful contributions. However, the examiners remind candidates that the ideas contributed to the community action must be their own. A number of candidates all seemed to have made the same contribution. It must be clear to the examiners that work belongs to the individual.

What learners can do to improve:

There were some scripts with no response to this question. Centres are reminded that is an obligatory part of the specification and candidates will be required to answer questions about their community action on every future exam paper.

1b) Whilst some candidates did not answer this question successfully, struggling to say how they communicated their ideas, many were able to show how they used social media to communicate and reach a wider audience. This is commendable.

1c) This question intended candidates to say how they raised awareness or to identify a change that they hoped would take place because of what they had done. Those who raised money did not say how they wanted the money to be used nor how they would track its use. Just because an event is 'fun' does not make it effective. Those who thought that being able to enjoy being on a beach was a relevant issue of global citizenship gained no marks. Some were unable to identify a way that the community action was successful beyond saying it raised money or that it was well-attended.

What learners can do to improve:

It would be useful if candidates considered at an early stage what would constitute success.

1d) The weakest responses stated that 'people don't care'. Others who had chosen issues such as breast cancer were unable to articulate an alternative view. After all, why would anyone be opposed to eliminating it?

What learners can do to improve:

If candidates choose such issues, they might like to consider the economic impact of disease [eg on a workforce]; the cost of treatment; whether the disease is found in some societies rather than others; whether social/cultural and religious views prevent serious consideration of such issues.

Candidates could also consider different views that are held in their own country or in another. Suitable explanations of either will be awarded marks.

Question 2

2a) Most candidates gave the correct answer to this question.

2b) Most candidates gave the correct answer to this question.

2c) The Millennium Development Goals are clearly specified in Key Question 4. Candidates are required to know them. Many could not recall a single one. Whilst some knew the correct wording, the examiners hope that this knowledge will become widespread.

2d) Answers were to be found in Source A. No additional knowledge was required.

2e) This question was based upon the requirement in Key Question 4: to know whether the Millennium Development Goals have been achieved. As the source pointed out, sanitation is an aspect of Goal 7: to ensure environmental sustainability. The examiners strongly recommend that candidates know and understand the different aspects of the Millennium Development Goals and their impact. Answers which referred to African countries without specifying which country gained no marks.

2f) The examiners note that a number of candidates ignored the requirement to refer to any Millennium Development Goal apart from number 7. The weakest responses wrote about this one despite the instruction to the contrary. Other responses devised goals which were not in the list and accordingly, gained no marks. The question was explicitly based on Key Question 4 in the specification and candidates must know this information.

Better answers gave an approximate version of their chosen goal and did get some marks.

The best answers knew the exact wording of the goal and could write about it in a convincing way and incorporated relevant examples to support their argument. Universal primary education was cited as was the need to improve maternal health. There were no answers which looked at Goal 8: the global partnership for development.

Some claims made were speculation, sometimes of the most extreme kind. One dimension to the understanding of global citizenship is that it should make candidates question the claims they hear and read about other societies.

How learners can improve:

All learners must know and understand the Millennium Development Goals, their impact and reasons for lack of progress. Where learners can refer to specific examples, they will be awarded marks.

Question 3

3a) Nearly all candidates gave the correct answer to this question.

3b) Nearly all candidates gained marks in this question.

3c) Most answers were able to explain the term global community.

3d) The examiners were pleased to read a wide range of thoughtful responses to this question. Ways referred to included the potential rise in class sizes; the possibility of infection with Ebola and a rise in tax revenue. One very moving account described the impact of war and strife in Somalia.

Some answers looked at the emotional impact rather than from the point of view of citizenship as specified in the question.

Most answers demonstrated a very positive view of migration.

3e) (i) and (ii) Most answers gained marks for these questions.

3f) The requirement to refer to one country specified in the question was disregarded by some candidates.

Many answers referred to the UK and the USA. Those that referred to the UK knew about events in the early 20th century [the Suffragettes for example] but little since then. Those that referred to the USA held the view that either (a) Hillary Clinton was already President or (b) that she was the reason why women had equal rights.

Answers which referred to Saudi Arabia were almost entirely concerned with restrictions on the rights of women to drive.

Few responses considered the extent to which female representation has improved.

What candidates can do to improve:

Candidates might like to consider the issues referred to in the Mark Scheme. These include changes in the law, resulting in the extension of the franchise; access to education; changes in political regimes/systems.

On the other hand, marks were available for candidates who looked at reasons why female representation has not improved.

Candidates should look at the ways women are represented in their own country and in at least one other.

Section D

In some cases, questions were mis-labelled by candidates. Where abbreviations are used, candidates are asked to indicate to what they refer.

The examiners were extremely impressed with some of the work, which was of a very high standard.

On the other hand, otherwise excellent answers failed to attain the highest marks because they failed to follow the instruction to consider more than one point of view in both questions and more than one country in 4(a).

There were some conclusions which contained evaluations which were quite sophisticated.

Candidates and their Course Tutors are commended for this.

Question 4

4a) The main focus was on Human Rights abuses. There was less evidence of the impact of change. Some sophisticated responses argued that human rights are universal and should not therefore be dependent on situations in national and local communities.

The best answers referred to more than one country and used contemporary examples to illustrate their claims.

4b) This question produced a range of well-argued accounts of business responsibility with well-chosen examples and a balanced view of the situation. Clearly the topic engaged the candidates and it is an aspect of the specification with which they are most familiar. Course tutors and candidates are commended for this.

Less successfully, there were rants against particular global companies. Coca Cola is the target of particular ire and Primark was also singled out for criticism. However, this was not the point of the question. Better answers gave evidence that such companies did not promote a fairer world. The very best recognised the role of the consumer in the process.

What candidates can do to improve:

Candidates should ensure they apply terminology correctly [checking their work will help]. Candidates should not rely entirely on anecdotal evidence.

Unsupported assertions about countries were not rewarded.

Some answers, regrettably, did not take the issue seriously. Such answers gained very few marks.

General Recommendations:

Learners should:

- practice exam technique using past papers, mark schemes and examiners' reports available at <http://qualifications.pearson.com>
- read all the questions carefully before they begin answering
- take careful note of the number of marks for each question as this gives an indication of the level of detail required in the response
- read their answer script through carefully before the end of the examination
- support their responses with evidence as far as possible

Course Tutors should:

- refer learners to past papers, mark schemes and examiners' reports available at <http://qualifications.pearson.com>
- ensure all the content of the specification is fully covered and understood
- encourage learners to read all the questions carefully before they begin answering
- give learners practice writing responses to the different levels

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<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

